DOCUMENT RESUME

ED 350 284 SP 034 084

AUTHOR Burkhouse, Barbara; And Others
TITLE Multiple Reform Initiatives in Teacher Education: A Case Study.
PUB DATE Jun 92
NOTE 11p.; Paper presented at the National Forum of the Association of Independent Liberal Arts Colleges for Teacher Education (5th, Louisville, KY, June 1992).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Case Studies; *Change Strategies; College School Cooperation; Curriculum Development; *Educational Assessment; Elementary Secondary Education; Faculty Development; Federal Aid; Higher Education; *Interactive Video; *Preservice Teacher Education; *Production Techniques; Schools of Education; Teaching Experience; Videotape Recordings
IDENTIFIERS *Marywood College PA; *Reform Efforts

ABSTRACT

This case study reports on a comprehensive college and its implementation of several initiatives for the reform of teacher education. In its revision process, Marywood College (Pennsylvania) focused on six specific objectives: (1) to investigate major national studies on the improvement of teaching; (2) to collaborate with school practitioners; (3) to formulate a knowledge base for the teacher education program; (4) to revise curriculum accordingly; (5) to provide opportunities for college faculty to update school experiences; and (6) to develop interactive video as an instructional resource. Following a brief description of professional education and a discussion of the objectives, the paper focuses on the design, development, and implementation of a Title III funded project which included development and use of interactive video on the topic of classroom management. Through use of this technology, students would be presented with simulations of classroom management problems and be given feedback on their responses to the situation. Consistent with reform efforts, Proposed future activities include faculty school-experience updating, course revision, and continued production of interactive video. (LL)

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Multiple Reform Initiatives in Teacher Education: A Case Study

Barbara Burkhouse
Kathy Ruthkosky
Mary Salvaterra, CSJ

Marywood College, Scranton, PA

Paper presented at the Fifth National Forum of The Association of Independent Liberal Arts Colleges for Teacher Education

Louisville, June 1992

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Multiple Reform Initiatives in Teacher Education: A Case Study

The research on reform in education, specifically in teacher preparation programs, began almost ten years ago with a plethora of new insights added since that time. This report is a case study of a comprehensive college and its implementation of several initiatives for the reform of teacher education. In its revision process, Marywood College focused on six specific objectives: to investigate major national studies on the improvement of teaching, to collaborate with school practitioners, to formulate a knowledge base for the teacher education program, to revise curriculum accordingly, to provide opportunities for college faculty to update school experiences, and to develop interactive video as an instructional resource.

Historical Context

We begin with a brief description of professional education at Marywood and a concise history of this project. Professional education, an original program that dates back to the school's founding in 1915, currently enrolls about 185 undergraduate elementary majors and a slightly larger number of minors preparing to teach at secondary or k-12 levels. Teacher education is coordinated from the Education Department with the active involvement of all certification areas. Core courses, and those for the elementary and early childhood programs, are taught primarily by six full time faculty in Education; special methods and secondary supervision are the responsibility of faculty from thirteen other disciplines.

In 1987 Marywood College education faculty applied for institutional enhancement funding. Responding to a College initiative designed to stimulate program improvement internally, we identified such program strengths as long tradition of centrality to the institutional mission, highly qualified faculty, cooperative relationship with liberal arts departments, superior physical facilities and instructional resources, extensive field experiences, strong reputation within the Commonwealth, and NCATE accreditation.

The increasing interval since faculty had last experienced sustained, direct involvement in schools was primary among the weaknesses identified. Several of the proposed actions would address this concern, the most obvious of which was that of reducing teaching responsibilities of full time program faculty to permit their school involvement. Suggestions of theorists to develop school partnerships led us to seek opportunities to promote school practitioner-college faculty collaboration. Because classroom management was viewed as a priority by both our undergraduates and their cooperating teachers, we chose to develop materials on this aspect of a teacher's responsibility. Our original idea was that teams of college and school faculty would videotape teaching episodes and then, jointly, prepare manuals for use in our teacher education sequence. We projected other joint efforts involving practitioners in revising our teacher education curriculum and in serving as seminar leaders for returning student teachers.

After competitive hearings on the lengthy proposal were completed early in 1988, Marywood's committee on enhancement identified teacher education as a program to be funded over a several-year period. Simultaneously, the

institutional grants officer submitted much of our original narrative proposal for Title III funding. The application was refused; however, Marywood funded the first faculty member's school experience update in spring, 1989, as we resubmitted the Title III application. Undaunted by another refusal, and continuing with another institutionally-funded load reduction in fall, 1989, we eventually succeeded on our third try for federal funding in 1990. The award, spread over four years, totaled nearly $600,000.

In the successful application, we offered teaching load reductions to both liberal arts and teacher education faculty. As a result of discussing our plan with a new director of academic computing, we decided that interactive video would be superior to videotape. As we came closer to our NCATE site visit, we were less satisfied with the existing conceptualizations on which our program rested, so we chose to formulate our knowledge base in collaboration with our school practitioners before making curricular revisions.

As of October 1, 1990, we embarked on the multifaceted Title III initiative to address our diverse objectives.

Review of National Studies

Working in the early 90s, we had no shortage of professional writings on best practice in teacher education. We culled journals for research syntheses, read broadly and intensively, attended such conferences as those sponsored by O.E.R.I., A.T.E., and A.E.R.A., acquired A.S.C.D.-type videotapes, and networked with individuals whose work seemed related to our needs and concerns. These activities enabled us to share emphases with all faculty working in teacher education, to pose major questions for their deliberation in intensive sessions, and to identify individuals to serve as effective consultants for our change process.

We viewed this wide-ranging exercise of scholarship and deliberation as a necessary preliminary to the more focused task of committing our beliefs and curriculum to paper.

Collaboration with Practitioners

Our collaborative approaches were multiple. We invited regional teachers and administrators to participate in screening interviews for our sophomore teacher candidates. We then expanded the membership of our undergraduate Teacher Education Advisory Committee, which meets in plenary session at least twice yearly, and next invited master teachers to develop presentations for student teachers on classroom management topics.

Collaboration with practitioners was especially evident in the initial stages of formulating our knowledge base and revising curriculum. We paid substitute costs for committee members who joined campus faculty in writing sessions.

Returning to our original intent, we sought the partnership of practitioners in several tasks related to interactive video design and production, including them in assessing specific student needs, validating existing video examples, approving scripts, recording theoretical explanations, and even performing in some of our original video.

In all of these instances, we identified a value in the actual process of the collaboration, as well as in the product which resulted or the task which was accomplished.

Knowledge Base Formulation

For several years educational researchers had been calling for the identification of a professional knowledge base in order to provide a scientific foundation for professional courses (Smith, 1983; Barnes, 1987; Shulman, 1987). In 1990 Galluzzo provided a model for establishing a knowledge base tailored to individual institutions.

During our January, 1991, workshop day, we held a conference call with Gary Galluzzo who directed our plan for delineating a practical knowledge base. Together with the liberal arts faculty responsible for specific discipline methods courses and with school practitioners, the education faculty began a four-month reflection on three questions:

1. How do we envision the public school of the 21st century?
2. What will be the role of the teacher?
3. How can Marywood better prepare teachers to meet the challenges of teaching in the 21st century?

In May the group of faculty reassembled for eight days of intensive discussion and reflection. Several practitioners from the public and private sectors were able to join the faculty for the first two days. The identification of a professional knowledge base for the core courses and the revision of the nine courses were the two objectives set for the two week session. All who participated received daily stipends provided under the terms of the Title III grant.

Prior to setting the details of a professional knowledge base, the group developed the following core belief statements:

We believe that educators should be liberally educated persons who model and hold themselves responsible for promoting:

mastery of a body of knowledge
creativity
problem solving
active learning
intellectual excitement
lifelong reflective learning
cooperation and collaboration
responsible work habits
wellness
respect for individual, group, and cultural differences
civic responsibility in an interdependent and just world
in a
developmentally appropriate,
technologically rich, and
affirming environment.

The importance of this philosophical statement for knitting together the diverse aspects of the educational program cannot be overstated. Furthermore, the active involvement of practitioners, both administrators and teachers from the

private and public school sectors, created an ambiance of collaboration and added credibility to the project.

One of the ways we have selected to accomplish our goals is to consult with nationally known educators either through workshops, conferences or conferences calls. Conference calls were arranged with Lee Shulman of Stanford, Gary Galluzzo of Northern Colorado, and Richard Dudley (NCATE) of Doane College. Several other theorists were selected for the second year of the grant.

Subsequently, the professional education knowledge base that evolved from the philosophy statement was conceptualized on four major descriptors: personal, developmental, pedagogical and contextual. Under each category were listed several aspects that courses under revision would promote. For example: under the topic of "contextual," a course instructor may focus on one or several of the following themes: social issues (domestic and global), multiculturalism, educational philosophies; partnerships with families, etc. A list is provided in the appendix of this paper. Each course syllabus includes this list of the professional knowledge base; the instructor places a check by the topic developed in the course. Some courses, obviously, will include more topics than others. A course in Developmental Psychology, for example, may not cover the "pedagogical" aspect (classroom management, instructional strategies, curriculum development, etc.), but all aspects will be taught within the nine courses revised.

Another focus of the professional knowledge base is the " core knowledge base bibliography." Several brain-storming sessions provided a list of 40 scholars whose philosophies or educational theories are integrated throughout the core courses. Each course syllabus includes this list and instructors are asked to check names of those individuals pertinent to the course. These lists provide the department chair with a rudimentary accountability report on the professional knowledge base. Since all theorists listed will be represented within the core courses, at the completion of their professional education program, students should be able to recognize the contributions of each individual.

As part of Galluzzo's model a "logo" was designed that placed the professional education curriculum in proper perspective vis a vis the entire program and liberal arts education. The logo identifies four pillars which support professional curriculum - research and theory, best practice, assessments, and outcomes.

Curriculum Revision

Once the faculty had established the professional knowledge base consonant with the philosophy of the professional education program and the overall mission of Marywood College, the group of about 24 people broke into small groups to assist those instructors commissioned with revision of their courses during the first year of the federal grant. Once again there were several brain-storming sessions; however, the process proceeded with relative ease once the professional knowledge base provided guidelines. By the end of the eight days, the nine instructors had significant suggestions for revision of the core courses. An additional subsidized day was provided during the summer

for the nine instructors to reconstruct the course syllabi in the light of the philosophy and professional knowledge base.

The final step in the revision process during Year I of the grant was the submission of the nine revised course syllabi to the Title III curriculum coordinator who verified the course descriptions for complete coverage of the professional knowledge base.

Faculty Experience Updating

The revisions that are generated from multiple workshop are stagnant unless college instructors are themselves updated in what is actually happening in school. Under the Title III program each year one to four faculty members who are part of the Teacher Education Program are given the opportunity for reduced loads. In Year I three individuals went back into the field. Each presented a brief proposal indicating their goal for professional renewal.

Participant #1, a methods teacher in the Physical Education Department, researched current curriculum materials in the area of early childhood movement education and interviewed early childhood specialists on current movement education practices, time spent on play, and formal and informal testing in motor development. Her theory was that the abundance of preschools would lead to a need for trained physical education individuals in early childhood centers.

Participant #2 , a Special Education professor, observed the implementation of the Pennsylvania Department of Education directives for integrating the mildly handicapped in the regular education system. He observed and participated in the Alternative Learning Education Model (A.L.E.M.), a full integration model developed by Dr. Wang of Temple University. The first-hand information added a new dimension to his lectures and discussions regulations of the Pennsylvania Department of Education and national trends in special integration projects.

Another participant selected several school districts in which to observe whole language education, cooperative groups in action, Outcomes Driven Development Model (ODDM), advisory groups in middle schools organization, and teaching skills in culturally diverse settings. This faculty member visited schools in Florida, New Jersey, Pennsylvania, and New York and returned to the college with a better idea of the real world of the classroom.

Development and Implementation of Technology

As part of the first year Title III project, Marywood College made a commitment to repurpose an interactive video on the topic of classroom management. The goal of the interactive video program was to assist the students in developing confidence in their ability to handle a variety of classroom management situations. The first task in this project was the establishment of a design team consisting of a project manager, subject matter experts, instructional designer, video specialist, computer programmer, and an intern with experience in interactive technology. Once assembled, the team's major focus was to develop the interactive video using instructional design principles. The development of our first interactive video disc took place in three distinct phases - design, development and implementation.

Design

"Classroom management is intricately related to teaching. They cannot exist independently of one another" (Levin and Nolan, 1991, p. 2). One of the greatest concerns of all beginning teachers is classroom management. The thoughts of the novice teacher very often focus on the question "Will I be able to handle situations that might arise in my classroom?" Each year, Marywood's graduating education students participate in a formal exit interview reflecting on their experience in the undergraduate education program and discussing perceived strengths and weaknesses. Over the past three years, students have consistently requested that more information on the topic of classroom management be integrated into the teacher education program. This suggestion served as a springboard for a needs assessment undertaken by the design team who investigated specific areas of classroom management that would be the focus of the project.

A starting point for the needs assessment was the examination of existing resources on the topic of classroom management. Several courses in the undergraduate sequence addressed the various theories of classroom management. Beginning in the freshman year all education students participate in the field experience program and keep a log for each day at the observation site. Students then record and reflect upon the different management strategies they observe. As students progress through the field experience program, they teach lessons to groups of students. During this type of experience, students get first-hand experience with classroom management. This initial data suggested that while students observe, reflect upon and discuss classroom management, opportunities for applying knowledge seemed to be limited.

Through discussions with the director of field experience, the design team discovered that student teachers typically received average or better ratings in the area of classroom management during their student teaching experience. Yet these same students requested that more information be integrated into the program. To get a clearer sense of the total picture, the design team conducted a survey which consisted of a list of classroom management skills. Participants were asked to review the list and check any area which required more attention and prioritize items checked. Survey participants included cooperating teachers who had supervised two or more student teachers during the past five years, first year teachers who graduated from Marywood, and student teachers who were completing the seventh week of a fifteen week student teaching experience. An interesting finding of the survey was that the majority of participants felt more information was needed on managing inappropriate behaviors. Based on this information, the team made the decision to concentrate their efforts on the topic of managing inappropriate behavior. The goals for the interactive video were then redefined: to assist the student in applying classroom management theories to actual classroom situations and to guide the students in developing problem solving and critical thinking skills.

From the information gathered in the needs assessment, interactive video appeared to be the proper technology for developing the topic. Through use of this technology students would be presented with simulations of

classroom management problems and be given feedback on their responses to the situation.

Development

We decided to concentrate our beginning efforts on repurposing an existing videodisc or video tape rather than undertaking original video production. The team's first efforts focused on finding an already existing video disc on classroom management. We discovered very few existing discs on this topic and those that were in existence were not compatible with the goal of our particular project. As an alternative plan, members of the design team began a review of video tapes on classroom management. Two criteria were used in the selection process; the video's ability to show a variety of classroom situations and the video's ability to assist in accomplishment of the objectives. A set of video tapes produced by Dennie Smith, Ph.D., of Memphis State University were chosen for the project. To validate content, the tapes were viewed independently by a group of educators. Each person, given a list of segment titles, was asked to check whether the segment depicted a valid example of inappropriate student behavior. Segments chosen by the majority would be edited onto a single tape.

During the initial stages of development, a member of the design team met with the education faculty. Faculty members were asked to describe the typical user of the interactive video program and the knowledge and skills the user needed. Faculty suggested that the interactive video program be multi-purposed. Students should be able to use the technology in an independent manner; faculty should be able to use it as a teaching tool to stimulate problem solving through group discussion. Prerequisite knowledge of classroom management theories was described as essential for the student user; basic knowledge of how to use the technology was essential for both students and faculty.

With this information in mind, the program was developed for use by the individual student or as a discussion stimulator for class presentation by the course instructor. Features were incorporated into the program to assist in this multi-purpose development. Computer text and graphics were created using Supercard software. For each video segment chosen, subject matter experts wrote a computer script. In a typical sequence for the individual student user, the student watches a simulation of a classroom management problem, chooses a classroom management theory to apply, answers a question concerning how to apply the theory and is given feedback on the answer. As the student proceeds through the program, a check of the progress report will indicate the segments and theories completed. Through the use of the same progress report, a course instructor is able to choose simulations that are most applicable to the material being studied. The instructor can then present the chosen simulation as a stimulus for problem solving and group discussion. Through the use of a note box, instructors can keep notes and/or bibliographical citations for each simulation.

Formative evaluation is essential in the instructional design process. At the completion of these development tasks, the project was presented to members of the education faculty and to public and private school teachers and administrators. Feedback was noted and revisions were made.

Implementation

The project is presently in the implementation phase. With the successful completion of the computer/video merge, the interactive video was ready to be field tested. For successful implementation several key tasks had to be accomplished: the establishment of a work station in an area which would allow for individual and large group access(15- 20 students); the training of faculty and support personnel on the mechanics of the system; the instruction of faculty various ways the program could be integrated with their coursework and stimulate student interest. To date work on all four tasks has begun. Once the work station was established, lab assistants were trained and information sheets were posted at the work station to assist the user, faculty are learning how the program can be integrated into their course content. During the fall and spring semesters, the program was used as a stimulus for class discussion in undergraduate Educational Psychology and methods courses. The presentations met with favorable reviews from students. While not all segments could be used for the class demonstrations, the few that were viewed served to spark the interest of the students. Students commented on how the simulations made them reflect on situations that they "never dreamed would happen to them." With the completion of the work station and printed support materials, students are now able to independently use the interactive video program. During the 1992 fall semester, students enrolled in an educational psychology course will be assigned independent and small group projects that utilize the interactive video program. Further data will be collected for the purpose of measuring the objectives of the project.

Formative evaluation is continuing throughout this phase. In 1992, James F. Nolan, co-author of *Principles of Classroom Management: A Hierarchical Approach*, reviewed the program for content validity and offered suggestions for further revisions.

Conclusion

Although the revisions grew out of Marywood's own plans, the Title III funding served as a catalyst for "things" to happen. First, regarding the revision of curriculum, there was close collaboration between college faculty and faculty of pre-college schools. Second, Marywood produced a sophisticated interactive video for use in teacher education. The production of the interactive video brought collaboration with teachers in the local schools, where filming took place. Activities proposed for the remaining years of the Title III grant continue to focus on faculty school-experience updating, course revision and production of interactive video for use in the training of pre-service teachers at Marywood College.

Citations

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